

THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!



Issue 4
December 2011

TABLE OF CONTENTS

From the President	4
From the Editor	7
INGED Afternoon vs. INGED Event	8
For Prospective Contributors	9
Memories from the 15 th International INGED ELT Conference	10
The 4th INGED SpellEvent	16
SEETA, South Eastern Europe Teachers' Association News	17
The 14th INGED Drama Festivals	18
Technology in Teaching: The Case for Teaching Texting by David Didau	19
Let's Recycle Old Activities compiled by A. Suzan Öniz	22
Reflections on the In-service Training Seminars in Ankara by A. Ersöz	29
Reflections on the Teaching Turkish as a Foreign Language Diploma Program in Kızılcahamam by A. Ersöz	35
Reflections on the Teaching Turkish as a Foreign Language to Young Learners by A. Ersöz	38
Reflections on the Local In-service Teacher Training Programs in Akçakoca by A. Ersöz	40
Reflections on 'Empower/ed' Shaping Learning Communities-IATEFL Hungary by B. Delen	46

Reflections on the 15 th International INGED ELT Conference: David A. Hill's Plenary "Language Play and Creative Learning" by Ö. Özden	50
Reflections on the 15 th International INGED ELT Conference by E. Pehlivan	55
Reflections on a session at Selçuk University: "Grammar with Songs" by Teresa Valais Summarized by N. Yavuz Yıldız	57
Reflections on the ELT Festival by the British Council, Part I: "Speaking Skills" by Simon Shephard Summarized by B. Delen	61
Reflections on the ELT Festival by the British Council, Part I: "Classroom Management" by Simon Shephard Summarized by M. N. Demirbaş & M. A. Güngör	64
News about a play in Istanbul	66
From a Colleague	68
News from the British Council	69
News from IATEFL	74
News from TESOL	75
An Ode to English Plurals	78



From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information with you about our activities realized between November 2010 and October 2011. As you all know, we had our general assembly on 20 October 2011 at Hacettepe University, Beytepe Campus. I want to express my gratitude to all members who participated and showed us how much they care about their own association. On behalf of the new executive board members, I want to thank you all who voted for us again this year.

Our WEB page has been continuously updated and enriched thanks to Dr. Suzan Öniz. All announcements are done on our WEB page.

The INGED mornings/afternoons that we held were:

- On 6 May 2011, Integrated Approaches by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Gazi University.
- On 13 May 2011, 5E Steps in Lesson Planning by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Gazi University.
- On 8 September 2011, Tell me Why by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, İzmir University of Economics.

We also contributed to the national teacher training projects and in-service training courses, and were invited to several symposiums/conferences/seminars to deliver speeches or presentations.

- On 10 December 2010, Prof. Dr. Aydan Ersöz held a workshop entitled Developing Listening Skills at the Workshop Festival held by the British Council.
- Between 8 and 12 November 2010, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Şanlıurfa by the Ministry of Education. She ran several sessions on various topics.
- Between 22 and 26 November 2010, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Hatay by the Ministry of Education. She ran several sessions on various topics.
- Between 24 and 26 January 2011, Prof. Dr. Aydan Ersöz participated in the revision of the trainer training program held by the Board of Education and In-service training unit of the Ministry of Education at Bilkent University. Together with academicians, 86 MEB trainers revised the program that they were running in local in-service training programs. Prof. Dr. Aydan Ersöz worked with three

different study groups.

- On 22 and 23 February 2011, Prof. Dr. Aydan Ersöz ran six different sessions on various topics at the Diploma Program that Yunus Emre Institute and Ankara University held together. The program aimed to train Turkish teachers to teach Turkish as a foreign language.
- Between 28 March and 1 April 2011, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Ağrı by the Ministry of Education. She ran several sessions on various topics.
- Between 11 and 15 April 2011, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Nevşehir by the Ministry of Education. She ran several sessions on various topics.
- On 16 April 2011, Dr. Suzan Öniz gave a plenary speech and ran a workshop at the 2nd Foreign Language Teaching Symposium held by the Foreign Language School, Çankaya University.
- On 27 May 2011, Prof. Dr. Aydan Ersöz gave a plenary speech at the 1st International Conference in TESOL held by the Foreign Language School, Yaşar University.
- On 30 and 31 May 2011, Prof. Dr. Aydan Ersöz participated in the workshop entitled "English Language Curriculum for the Secondary Schools" on behalf of our association.
- Between 13 and 17 June 2011, and between 20 and 24 June 2011, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in two parts in Ankara by the Ministry of Education. She ran several sessions on various topics.
- Between 4 and 8 July 2011, Prof. Dr. Aydan Ersöz ran different sessions on various topics at the Diploma Program that Yunus Emre Institute held in Kızılcahamam. The program aimed to train Turkish teachers to teach Turkish as a foreign language.
- On 25 and 26 July 2011, Prof. Dr. Aydan Ersöz ran different sessions on teaching Turkish as a foreign language to young learners at the Diploma Program held by the Yunus Emre Institute. The program aimed to train Bosnian teachers to teach Turkish as a foreign language to young learners.
- Between 22 and 24 August 2011, Prof. Dr. Aydan Ersöz participated in a series of workshops entitled "Reflections on the Local In-service Teacher Training Programs" held by the Ministry of Education in Akçakoca on behalf of our association.
- Between 10 and 14 October 2011, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Çorum by the Ministry of Education. She ran several sessions on various topics.

In order to improve the existing networking and construct new relations with the

similar organizations abroad, we realized the following activities:

- In April 2011, M. Nazlı Demirbaş represented our association at IATEFL. She represented us on Associates Day and promoted our association as well as our web site.
- On 7 October 2011, Prof. Dr. Aydan Ersöz was invited by the American Embassy to run a session to promote our association to the new coming Fulbright fellows.

The 13th INGED Drama Festival in İstanbul on 13 May 2011 was hosted by Marmara Private Schools, and the 13th INGED Drama Festival in Ankara on 28 May 2011 was hosted by Nesibe Aydın Schools. We would like to express our gratitude to the above mentioned schools and Hilal Onat, M. Nazlı Demirbaş, M. Akın Güngör and Büşra Delen for their invaluable contributions.

Our 15th International INGED ELT Conference was held between October 20 and 22, 2011 and was hosted by the School of Foreign Languages, Hacettepe University, Ankara. Our plenary speakers were Donald Freeman, David A. Hill, Penny Ur, Marie Delaney, Hugh Dellar and John Brown. Our association co-sponsored some of these speakers.

The books donated by the Public Affairs Office, American Embassy were given to the Foreign Language Schools and ELT Departments of various universities.

Our association also contributed to the Second Short Story Writing Competition held by Nüans Publishing House. Our board members, Prof. Dr. Aydan Ersöz and Sibel Tüzel Kandiller, worked as jury members and evaluated about 1300 original stories written in English. The winners were given presents by the Publishing House.

In cooperation with TESOL and Franklin Electronic Publishers, we held the 3rd Türkiye SpellEvent on 16 April 2011 at METU Foundation School. The winner and first runner-up went to New York with their parents to join the Global SpellEvent. This event was fully sponsored by Franklin Electronic Publishers. We owe great thanks to Hilal Onat and M. Akın Güngör who worked very hard to realize this event successfully.

This year we want to continue doing our best to better the English language teaching conditions in our country and to improve our international relations. As usual we need the support and help of all our members. Together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

We would like to wish you all a happy New Year that will bring you good health, enjoyment in what you are doing, success and happiness in your private life...

In this issue, we continue with ideas from past issues of our former paper-based newsletter and show you how you can get your students to make their own cards along with other practical ideas.

Another INGED Conference is over and now there are photos to remind us of some of the moments at the conference and summaries of some of the sessions. We hope you will enjoy viewing these and refreshing your memory.

In "Technology in Teaching," an article about the importance of texting is awaiting you. Texting is extremely widespread and becoming more and more of a problem in classes, especially since students have developed incredible thumb skills to text fast and can now discretely or should we say secretly, text under the desk without looking much at the screen. This article may interest you if your students are texting in class.

Our President has been at various seminars conducted for the Turkish Ministry of National Education, where she led workshops and seminars for English teachers as well as teachers who teach Turkish. In the summaries of these presentations Prof. Dr. Ersöz shares with you the details and gives you ideas as to how to teach for example speaking in class.

We hope 2012 will bring us all happiness, health, and success and most of all pleasure in doing our jobs. Happy New Year dear INGED members:) It's a pleasure to *Stand Together* with you!

Warm regards,

Suzan Öniz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS

The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

➡ NOTES FROM A CONFERENCE

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

➡ TECHNOLOGY IN TEACHING

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

➡ YOUR PAPERS

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

➡ THE VOICE OF INGED MEMBERS

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript
AS A WORD FILE
&
WITHOUT ANY FORMATTING.**



MEMORIES FROM THE INGED CONFERENCE

There were a lot of people involved:



Our helpers: The ASK ME team



The participants



The volunteers who helped at the desks



Our sponsors
&
publishers



And there were our plenary presenters...



Donald Freeman



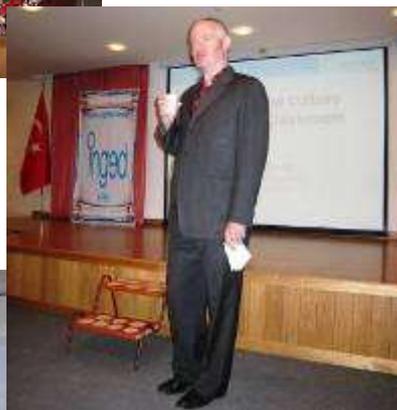
David A. Hill



Penny Ur



Marie Delaney



Hugh Dellar



John Brown

There were opportunities to socialize...



The Opening and Raffle & Closing



The Opening



The Raffle



The INGED Annual General Meeting was held and the new board was elected:



Left to right:

M. Nazlı Demirbaş,
Defne Akıncı Midas,
A. Suzan Öniz,
Sibel Tüzel Kandiller,
M. Akın Güngör,
Hilal Onat,
Aydan Ersöz

There were Round Table Discussions to discuss the following topics: Professional Development, Assessment & Evaluation, Young Learners, Leadership & Management, Technology in ELT, Curriculum, Syllabus & Materials Development



There were concurrent sessions where presenters discussed research findings or led workshops



and e-sessions held in labs to enable participants to work hands-on with the presented material.



Hilal Onat
INGED Board Member
Hacettepe University,
School of Foreign Languages

The 15th International INGED ELT Conference titled "Taking it to the Limits" was hosted by School of Foreign Languages, Hacettepe University, Ankara, Turkey on 20 - 22 October 2011.

As one of the conference organizers on behalf of INGED (The English Language Education Association) and a member of the hosting institution, The School of Foreign Languages at Hacettepe University, it was a great experience for me to organize an ELT event for the teachers of English from different cities in Turkey and the different guest countries such as UAE, South Africa, Iran, Egypt.

We are grateful to our plenary speakers Donald Freeman, David A. Hill, Penny Ur, Marie Delaney, Hugh Dellar and John Brown, all of whom gave wonderful talks and conducted workshops. Apart from the 6 Plenary Talks, we had 53 Concurrent Sessions, 4 Poster Presentations as well as Round Table Discussions on 6 different subject areas, which included Professional Development, Assessment & Evaluation, Young Learners, Leadership & Management, Technology in ELT, Curriculum, Syllabus & Material Development.

During the three-day conference, participants had a chance to listen to informative talks and exchange ideas on related ELT topics. Our sponsors The USA Cultural Office and The British Council in Ankara, and the ELT publishers who supported the conference shared new books and ideas with the participants.

At the end of the conference, as INGED, we invited our participants to meet at our next conference which will be organized in 2013. The feedback we collected from our guests proved the success of the conference.

The 4th INGED SpellEvent

Here is brief information about how the SpellEvent works:

The Global SpellEvent consists of two stages.
The Local SpellEvent in Turkey
&
the Finals in USA.

The Local SpellEvent 2012 will be hosted by
Middle East Technical University Development Foundation Schools in Ankara
on 14 April 2012.

The deadline for application is 20 February 2012.

For details: Please go to: <http://inged.org.tr>
or contact Hilal Onat: h.onat@hacettepe.edu.tr or onathilal@yahoo.com

The Finals
will be held in August 2012
in either New York City or Washington, DC,
where the 1st place winners from participating countries will compete.
The champion at the final event will receive a scholarship valued at US \$10,000.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

December 2011 on SEETA

4-15 December 2011

Language Teaching With Online Digital Games

The course is run by **Graham Stanley**

26-30 December 2011

My working week: A teacher's diary of a week in the classroom

Our regular monthly guest blog with **Zdenka Grozdanovic**

Happening now!

What I wanna know is...

Everything you always wanted to know about... ELT, but never found the opportunity to ask.

Our on-going Q & A session with **Philip Kerr**

SEETA Projects Corner

The place where teachers can exchange ideas on projects to use with their students or to share.

Hosted by **Catalina Ecaterina Baltateanu**

The ELT Recipe Book

A how-to-tackle- problematic moments forum

Hosted by **Sandra Vida**

**INGED - MARMARA SCHOOLS
14th DRAMA FESTIVAL
in 2012**



at Marmara Primary School, Istanbul.

**THE 14TH INGED
DRAMA FESTIVAL
IN ANKARA**



**Start planning for the 2012 Drama Festivals
in Ankara & Istanbul ...**

TECHNOLOGY IN TEACHING:

THE CASE FOR TEACHING TEXTING

Is it time we made use of the enormous potential of mobile phones in our classrooms?



by

by David Didau

Guardian Professional,

Monday 19 September 2011 09.40 BST

This article originally appeared in:

<http://www.guardian.co.uk/teacher-network/2011/sep/19/texting-language-teaching-resources>

Access date: 25 September 2011



Texting can be viewed as a new and exciting form of speech rather than a bastardised view of writing. Photograph: ableimages/Alamy

A lot of folks are very worried about the impact of teenagers texting. In a Daily Mail article (oh! the shame), John Humphrys expressed the view that "SMS vandals... are doing to our language what Genghis Khan did to his neighbours" and goes on to warn of the danger of "our written language [ending up] as a series of ridiculous emoticons and ever-changing abbreviations". Sounds pretty dreadful, doesn't it?

For as long as there have been mobile phones, it has been the job of schools and

teachers to confiscate 'em. The standard approach seems to be blanket bans in classrooms and a grudging tolerance for them being kept switched off and out of sight at the bottom of bags. Fortunately, my school is one that has sought to harness the power of mobiles in a productive way.

English teachers will be aware that the new GCSE English Language specifications include a requirement for student to write about spoken language and intriguingly, one of AQA's controlled assessment topics is the option to examine how the language of text messages, Twitter and chat rooms relates to the way we speak. The assessment task students would have to answer is: What devices do people use to maintain brevity when messaging/texting? How does this relate to the way we speak?

As a faculty, we seized on this as being the topic most likely to engage and enthuse our students. And it did. Here was an opportunity for them to demonstrate their superior knowledge of a medium they have made their own. I have to confess to having had a fairly old fashioned approach to text messaging; going to some trouble to ensure texts were properly punctuated and correctly spelt.

I was excited at seeing how differently my students approached it all. It was fantastic to have to be forced to take a back seat as they got to display their expertise and I relished the fact that it gave everyone a legitimate excuse for using their phones in lessons. One of my favourite discoveries was what one student termed *The Power of the Dot*. Apparently, ending a text message with a full stop is a sign of aggression tantamount to thumb biting in Romeo and Juliet. Who knew?

I found it absolutely fascinating to explore students' texting habits as well as some of the social attitudes to text language that are knocking around. Early on, I did get a bit bogged down by wondering whether young people saying 'lol' and 'cba' (laugh out loud & can't be arsed) was enough of a connection between text language and speech. Clearly this would have been a bit thin. It wasn't until I started trying to write the Controlled Assessment task myself that I realised the point of the exercise: the way we speak bears little resemblance to text language; texts are in fact imitative of speech.

So, if we view texting as a new and exciting form of speech and not as a bastardised form of writing, Humphrys' concerns seem laughable. When seen from this angle complaining about emoticons makes no more sense than

objecting to facial expressions; both exist only to clarify meaning. To criticise text language for making us bad spellers or as ruining the language is to misunderstand it completely.

Some of the techniques that have evolved with text messaging have added to and enriched our spoken language. We should not feel any more threatened by this than we do by any other uses of slang words and expressions.

Most excitingly, Professor David Crystal, a passionate advocate for text language, says, "The latest studies (from a team at Coventry University) have found strong positive links between the use of text language and the skills underlying success in standard English in pre-teenage children. The more abbreviations in their messages, the higher they scored on tests of reading and vocabulary. The children who were better at spelling and writing used the most textisms. And the younger they received their first phone, the higher their scores." He makes the point that in order to engage in the sorts of language play seen in many text messages one needs to possess "considerable literacy awareness".

So clearly, far from discouraging students' mobile phone use we need to get them doing more of it. The more texts, tweets and instant messages they send the more practice they are getting at reading and writing and the better they're likely to do in exams. Parents and teachers alike bemoan the fact that they can't get young people reading when in fact the truth is we can't stop them from doing it. Instead of trying to ban them, maybe it's time we made use of the enormous potential of mobile phones in our classrooms.

Click [here](#) to read David's scheme of learning designed for AQA's GCSE English Language course which has lots of ideas on texting that teachers can use and develop in class.

•**David Didau** has been teaching for 12 years and is currently Head of English at Priory Community School in Weston-super-Mare. He keeps his own counsel at <learningspy.edublogs.org> and you can follow him on Twitter @LearningSpy

LET'S RECYCLE OLD ACTIVITIES

Compiled by
A. Suzan Öñiz

In this issue, we will share with you a New Year's card making activity, first published in the December 1998 issue of the paper-based INGED newsletter, *News In Brief* as a handout inserted in the newsletter. It requires paper, colored pens and willingness to participate. The following ideas and answers to teachers' questions are also recycled from old issues and we hope you will feel that the answers are still pertinent. Please feel free to use any of these if you like them and please don't hesitate to send us your questions.

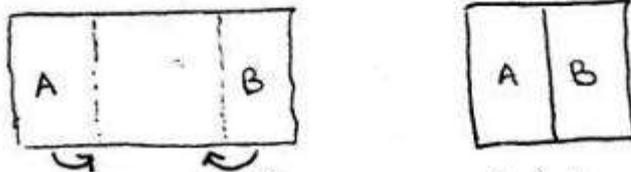
MAKE YOUR OWN CARD

Idea by: Suzal ÖNİZ, METU, DBE
Drawings by: Hale BINAY METU, DBE

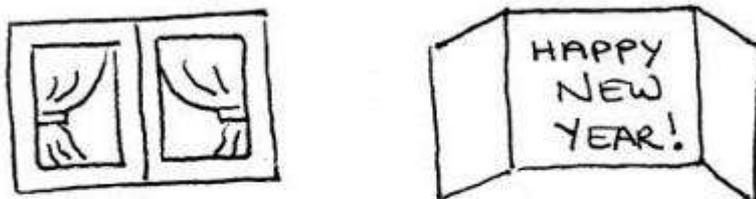
Here is a New Year's Card activity for you to try:

You need an A4 sheet or a piece of colored paper and coloring pencils.

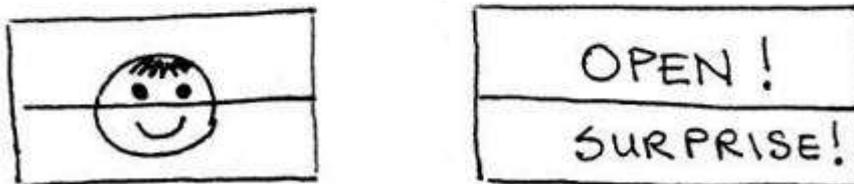
Fold over each end so that the folded edges meet in the middle and you get a small rectangle 15x21cm.



These AB surfaces could be a 'door', a 'window' or a 'curtain' to be opened exposing a message, a picture or a combination as in this card.



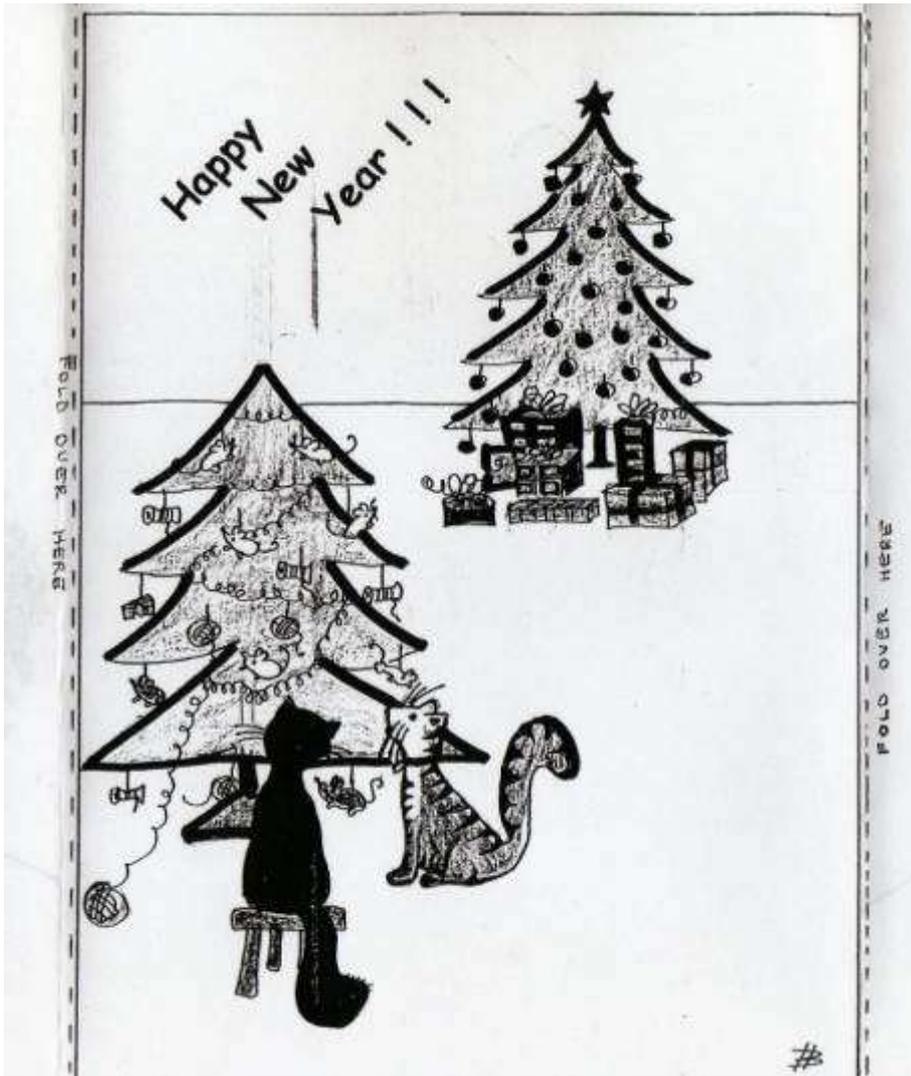
AB could also be the upper and lower halves of a face or object.



^ HAPPY NEW YEAR!



2011



From *INGED News In-Brief*, September 1998

The following are ideas that you can use in your classes if you so wish.

Jokes that can be told and used in class

*Idea by: Suzan Öniz
METU, DBE*

Jokes are great devices that can change the atmosphere in a room or at a gathering. This change should not be of the freezing type, of course. A joke told out of place can guarantee an ice cold electricity in the air! This is certainly not the aim of this short article. I would like to share with you some jokes that are 'innocent' and 'tellable'. There are no accompanying teaching notes. You will just have to create the opportunity and style yourself. One tip that seems to work at all times is to have a repertoire of jokes ready and just produce one when the time is right. Planned joke telling does not work; well at least not for me. An important thing while listening to a joke is to pay attention to the punchline if you want to retell that joke. OK enough talk about jokes. So here are a collection for you to use.

The Magician and the Parrot

A magician was working on a cruise ship in the Caribbean. The audience was be different each week, so he allowed himself to do the same tricks over and over again. There was only one problem: The captain's parrot saw the shows each week and began to understand how the magician did every trick. Once he understood, he started shouting in the middle of the show:

"Look, it's not the same hat"

"Look, he is hiding the flowers under the table"

"Hey, why are all the cards the Ace of Spades?"

The magician was furious but couldn't do anything; it was, after all, the captain's parrot. One day the ship had an accident and sank. The magician found himself on a piece of wood in the middle of the ocean with the parrot. They stared at each other with hate, but did not utter a word. This went on for one day then another and another.

Finally, after a week the parrot said: "OK, I give up. Where's the boat?"

Two Patients and the Doctor

Patient to the eye doctor: "Whenever I drink coffee, I have this sharp, excruciating pain."

"Try to remember to remove the spoon from the cup before drinking."

☺ ☺ ☺ ☺

Patient: "I always see spots before my eyes."

Doctor: "Didn't the new glasses help?"

Patient: "Sure, now I see the spots much clearer."

The Veterinarian Patient

A veterinarian was feeling ill and went to see her doctor. The doctor asked her all the usual questions, about symptoms, how long had they been occurring, etc., when she interrupted him: "Hey look, I'm a vet -- I don't need to ask my patients these kind of questions: I can tell what's wrong just by looking. Why can't you?" The doctor nodded, looked her up and down, wrote out a prescription, and handed it to her and said, "There you are. Of course, if that doesn't work, we'll have to have you put down."

On the Phone

A man speaks frantically into the phone, "My wife is pregnant, and her contractions are only two minutes apart!" "Is this her first child?" the doctor queries. "No, you idiot!" the man shouts. "This is her husband!"

Three Doctors

Three doctors are in the duck blind and a bird flies overhead. The general practitioner looks at it and says, "Looks like a duck, flies like a duck... it's probably a duck," shoots at it but misses and the bird flies away.

The next bird flies overhead, and the pathologist looks at it, then looks through the pages of a bird manual, and says, "Hmmm...green wings, yellow bill, quacking sound...might be a duck." He raises his gun to shoot it, but the bird is long gone.

A third bird flies over. The surgeon raises his gun and shoots almost without looking, brings the bird down, and turns to the pathologist and says, "Go see if that was a duck."

Three Fathers

Three boys are in the schoolyard bragging of how great their fathers are.

The first one says: "Well, my father runs the fastest. He can fire an arrow, and start to run, I tell you, he gets there before the arrow".

The second one says: "Ha! You think that's fast! My father is a hunter. He can shoot his gun and be there before the bullet".

The third one listens to the other two and shakes his head. He then says: "You two know nothing about fast. My father is a civil servant. He stops working at 4:30 and he is home by 3:45"!!

School

The child comes home from his first day at school. Mother asks, "What did you learn today?" The kid replies, "Not enough. I have to go back tomorrow."

Smart is as smart does

A professor stood before his class of 20 senior organic biology students, about to hand out the final exam.

"I want to say that it's been a pleasure teaching you this semester. I know you've all worked extremely hard and many of you are off to medical school after summer. So that no one gets their GPA messed up because they might have been celebrating a bit too much this week, anyone who would like to opt out of the final exam today will receive a "B" for the course."

There was much rejoicing amongst the class as students got up, passed by the professor to thank him and sign out on his offer. As the last taker left the room, the professor looked out over the handful of remaining students and asked, "Any one else? This is your last chance." One final student rose up and took the offer.

The professor closed the door and took attendance of those students remaining. "I'm glad to see you believe in yourself." he said. "You all have "A"s.

Real ads

- * Illiterate? Write today for free help.
- * Auto Repair Service. Free pick-up and delivery. Try us once, you'll never go anywhere again.
- * Dog for sale: eats anything and is fond of children.
- * 3-year old teacher needed for pre-school. Experience preferred.
- * Mixing bowl set designed to please a cook with round bottom for efficient beating.
- * Dinner special - Turkey \$2.35; Chicken or Beef \$2.25; Children \$2.00.
- * Now is your chance to have your ears pierced and get an extra pair to take home.
- * We do not tear your clothing with machinery. We do it carefully by hand.
- * For sale: Three canaries of undermined sex.

? QUESTION BOX ?

QUESTION: WHAT OTHER FUN WAYS ARE THERE TO GROUP STUDENTS? HOROSCOPES DON'T WORK (MANY STUDENTS OBJECT AND/OR DON'T KNOW THEIR SIGNS)

Your editor has found a large variety of answers on a listserv. Here are what Ts all over the world have said:

Here are some ideas to change the ss' seating so that the sts do not have the same partner every day/lesson.

Different colors of paper:

1. Wait until the ss have all sat down next to their friends and hand out the slips of paper with different colors on them. Have the colors in a different order so that the ss near each other will all have a different color. Then have the ss move to their appropriate group.
2. As the ss walk into the class, hand each student a piece of paper with a different color. Each student sits at the desk that matches their color (which is already in a small circle if you have moveable desks and has a color card

on it).

Vocabulary cards:

Put a piece of paper with a vocabulary definition on each desk. As the ss walk into class, give each student a word on a colored piece of paper and have them sit in the desk which corresponds with the definition. When doing this, the ss will enjoy sitting next to new people forming a group. Some of the ss may need assistance finding their definition and will have to be encouraged to ask each other for help. They then learn the words and definitions becoming 'experts' of the vocabulary in their group and then change groups one more time utilizing the colors this time. In their new groups, the ss all receive a chart which they have to fill in by listening to each other give the definitions of the words on the chart.

Ideas by: Holly S. Longstroth

<holly@koti.tpo.fi>

Business English Trainer, AAC Opisto Oy,
Tampere, Finland

* * * * *

1. I have a small basket with colored pieces of

paper in it. As ss enter the room they select a piece of paper. Ss are then grouped during the class by colors for an activity.

2. On another day, I have a basket with colored pieces of paper. Instead of grouping ss by color, I ask them to find 3 others with different colors than they have selected.

3. Another twist to the colored pieces of paper is to write a number on each piece of colored paper. The papers are folded so when ss select a paper they don't know there is a number written on it. You can have the ss group by number OR by different numbers.

4. I have had ss line up by height and then we count off in groups of three.

5. I have different geometrical shapes in the basket. One day ss are grouped by shape, on another day ss are grouped by different shapes.

6. When I have an activity that requires pairs, I have asked ss to select a partner whom they have not ever worked with on previous small group tasks. At first, ss are reluctant, but they soon find that they can work with anyone in the class.

NOTE: The "baskets" I bring to class are ones I've picked up in different countries as I have traveled. Ss are often interested in knowing where I've purchased "today's basket" from. One thing that I've noticed works well is to vary the method for determining groups. Ss like the variety and look forward to seeing how they will be grouped for today's activities.

Neil J. Anderson

<Neil_Anderson@byu.edu> Brigham Young University Provo, Utah, USA

I got this idea from a colleague of mine in a course I'm currently taking. Find as many bright pictures (could be from a magazine) as there are tables in your classroom. Laminate them, then cut them into "puzzle" pieces, maybe 5 or 6 each. Put one piece from each puzzle on different tables. Mix up the remaining pieces in an envelope or bag. When ss need to form groups, have them select a puzzle piece (no peeking). They then have to find and sit at the table where their puzzle pieces fit.

Have fun,

Deanna Shinde <d.shinde@utoronot.ca>

1's here, all 2's here, all 3's over there, and all 4's there." Quick and easy (albeit noisy), as long as everyone's alert and no-one forgets their number (which, in a typical after-work class someone usually does).

2. One other technique is to use a changing-places game (also good for waking up in afore-mentioned after-work classes, or in any class with tired participants). Only really works if chairs are in a horseshoe/semi-circle. The T 'stands' at front and says "change places if you're wearing blue shoes/you went to the mountains at the weekend/you're going to the cinema tonight/you have two brothers" (can be varied to recycle the lexis or structure of your choosing). Learners change places as applicable. Repeat, using a different example (but same target

Toronto, Canada

When I took the TRIBES training in a week of workshops I learned a number of ways of grouping ss. The thrust of TRIBES training is to promote mutual appreciation and develop small groups of people who work well together, which in the elementary school usually takes from September to December.

The methods for forming groups are ends in themselves and when I've used them in a language classroom kids have enjoyed them. An example: Using four (or more) posters each one with a picture of a different animal, bird or fish (dolphins and whales are popular) kids are asked to gather at one poster on the basis of their identification with the animal in the picture. The number in any one group has a maximum so someone who comes late may have to choose another. The kids in each group tell each other what there is about that particular poster that draws them, and then a single person in each group sums up the ideas she's heard in her group and tells the class.

Nature photographs are powerful and elicit strong feelings of identification. I find that ss are always interested in each other's personal ideas on subjects like this. When we took the training (we, being mostly elementary teachers in Hawaii, some elementary school principals and some high school teachers) we all enjoyed the exercise ourselves and it left us wanting to know more about the other people in the larger group. By the end of the training strong bonds had been forged. And if you're wondering if these ideas are suitable for adult learners, I found that they have universal appeal.

Linda Dehnad, teacher of French and Latin;
Ribet Academy, Los Angeles, USA

<lindad3@wenet.net>

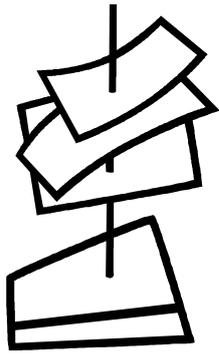
I use cuisenaire rods in the same way as a previous poster uses pieces of paper. When it's time to re-group, I pass round a box of rods, with the number of different colours equal to the number of groups required, and the number of each colour equal to the number of learners required in each group. Each learner selects a rod, then re-groups with the other holders of the same colour.

1. Of course there's always counting off:

"1,2,3,4,1,2,3,4,1,2,3,4, (and so on)...right, all

structure). On the 2nd or 3rd go, the T sits down, leaving a learner chair-less at the front. The learner then gives the criterion for changing places, and tries to sit down leaving another learner at the front. When you've had enough, everyone will be sitting in different places. (I first learnt this game while at International House school in Cairo.)

3. A more sedate variant is to have everyone sitting in a circle (teacher included), with an *empty* chair to the right of the teacher. Teacher says "(Fadi), sit next to me, because you're taller than me." The named learner moves, leaving an empty seat to the right of another learner, who then nominates someone else to sit next to them using another comparative sentence: "(Nadia), sit next to me because your shoes are darker than mine." And so on. Again, the target structure/lexis could be



**REFLECTIONS ON
THE IN-SERVICE TRAINING
SEMINARS
"ENGLISH LANGUAGE TEACHING
CURRICULUM, METHODOLOGY
AND TECHNIQUES"**

**HELD BY THE MINISTRY OF EDUCATION
IN ANKARA**

13 - 17 June 2011

by Prof. Dr. Aydan Ersöz

The English teachers in Ankara were all called to the Ministry of Education's in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques". As the number was very high, teachers were divided into two groups; the first group attended the seminar between 13 and 17 June 2011, and the second group between 20 and 24 June 2011. As usual, I took part in these seminars on behalf of INGED and gave different sessions on various topics.

Below you can read a brief summary of the session entitled "Developing Speaking Skills".





Learning and having fun at the same time



FELT: Fun in ELT



Playing a game as a speaking activity

Developing Speaking Skills

by Prof. Dr. Aydan Ersöz

In many English language classrooms less time is devoted to speaking than to writing, reading and listening. Speaking is fundamental to human communication; but it is NOT easy. Speaking activities are usually skipped. There are numerous reasons for this:

- Speaking activities are seen as time-consuming. Teachers do not want to waste valuable classroom time on these.
- Speaking is a productive skill. Teachers do not want to deal with correction of the student products.
- Learners usually have a negative perception of speaking activities. They see them as being something tiring and boring, or maybe a "waste of time".
- Students do not have enough background (cognitive and linguistic) to produce an oral work. They feel reluctant to talk.
- When speaking is the case, students feel really shy. They do not want to lose face in front of other students because of their mistakes.
-

Students should engage in a range of awareness-raising tasks to understand that the best way to learn English is to use it. Oral and written products are also a good indication of students' strengths and weaknesses. Not only should speaking activities be seen as a valuable way of practicing language, but also as an indispensable part of the language learning process as a whole.

A popular approach used by teachers to develop these skills is to assign a topic and require students to write or talk about it. This approach assumes that the students are highly articulate and able to argue and express abstract notions in rapid and comprehensible language products. Such activities often intimidate most students because they have nothing much to say or write about and look to the teacher to supply most of the language and ideas. Furthermore, students do not see any reason to produce anything. The resultant lack of interest and motivation can be attributed to the purposelessness of the language they are being asked to produce.

We should arouse in learners a willingness and need to talk or write about by providing them with something they feel they have a need or reason to talk or write about. Giving positive feedback also helps to encourage and motivate shy students to produce more.

Why don't students want to participate in SPEAKING and/or WRITING activities?

- Students don't have an opinion on the subject
- Students have an opinion, but are worried about what the other students might say or think
- Students have an opinion, but don't feel they can express *exactly* what they mean
- Students begin expressing their message, but want to state it in the same eloquent manner that they are capable of in their native language
- Other, more actively participating students, feel confident in their opinions and express them eloquently making the less confident students more timid

We can overcome most of the problems that our students encounter by giving them pre-activities such as observing, brainstorming, using graphic organizers, making/taking notes, making lists, talking to others, and reading/listening about the topic. When students feel that they are linguistically, cognitively and emotionally ready as a result of pre-activities, they will be more willing to talk.

Language learners need to realize that *speaking* involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Types of Communicative Activities:

- An *Information Gap Activity* is supposed to mimic one of the real-world purposes of communication: to exchange unknown information.
- An *Opinion Gap Activity* involves identifying and articulating a personal preference, feeling, or attitude.
- A *Reasoning Gap Activity* (problem solving) involves deriving some new information from given information through the process of inference, deduction, practical reasoning, or a perception of relationships or

patterns.

- A *Game* may have one or all of the gap activities mentioned above. It furthermore brings in fun and challenge.

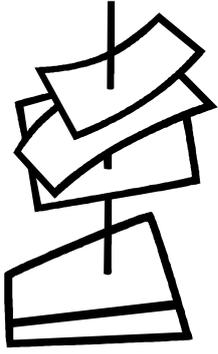




Group activities are great to improve cooperation and collaboration.



After a long and tiring day, trainers are ready to go to their hotel and rest for the next day.



REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM IN KIZILCAHAMAM 4 - 8 JULY 2011

by Prof. Dr. Aydan Ersöz



Between 4 and 8 July 2011, I ran different sessions on various topics at the Diploma Program that Yunus Emre Institute held in Kızılcahamam. The program aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers stationed in different countries such as Kosovo, Russia, Syria and Georgia.

Although Turkish is not taught as a foreign language as commonly as English, some students abroad attend Turkish courses as they specialize in a field related to Turkish linguistics, anthropology, archeology, history, Islamic studies, comparative literature, etc. Some students take Turkish courses due to personal interest in the country and language, some for reasons such as tourism and business.

Most teachers believe that since Turkish is structurally different from western languages, and, therefore, that grammar should be given high priority in teaching which causes them to neglect the communicative value of Turkish and the four basic skills: speaking, listening, reading and writing. A number of teachers are unaware of new developments in the field of second language teaching. The Yunus Emre Institute holds these diploma programs to bring teachers together to share ideas and experiences and to keep them informed about the innovations in the field.

The Institute has opened and will continue opening cultural institutes around the world and will be the equivalent of Germany's Goethe Institute, Spain's Cervantes Institute and the United Kingdom's British Council. The Institute defines its goal as the following: promoting Turkey, its cultural heritage, the Turkish language, its culture and art; fostering friendly relations with other countries; enhancing cultural exchange; offering domestic and international information and documents for public use; providing services to people abroad



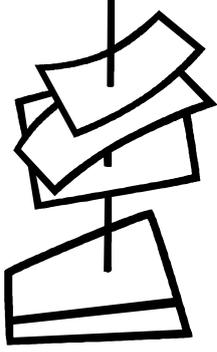
who would like to learn about the Turkish language culture and arts; and opening Yunus Emre research institutes across Turkey and Yunus Emre Culture Centers around the world.



Please renew your membership

and help us

Stand Together!



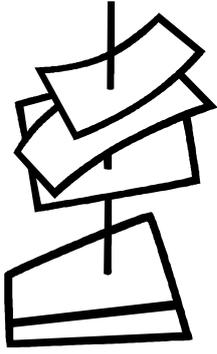
REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE TO YOUNG LEARNERS 25 - 26 JULY 2011

by Prof. Dr. Aydan Ersöz

On 25 and 26 July 2011, I ran different sessions on teaching Turkish as a foreign language to young learners at the Diploma Program held by the Yunus Emre Institute. The program aimed to train Bosnian teachers to teach Turkish as a foreign language to young learners. Bosnia government is planning to offers Turkish as a foreign language at primary schools and asked help from the Yunus Emre Institute. The institute invited about 60 Bosnian teachers to Turkey to attend courses and get to know the country better. So the program was not only academic but also social. In this particular program, I had sessions on Storytelling and Dramatization, Using Art and Craft Activities, and Using Games to teach Turkish to young learners.







REFLECTIONS ON THE LOCAL IN-SERVICE TEACHER TRAINING PROGRAMS HELD BY THE MINISTRY OF EDUCATION IN AKÇAKOCA 22 - 24 AUGUST 2011

by Prof. Dr. Aydan Ersöz

Between 22 and 24 August 2011, I participated in a series of workshops entitled "Reflections on the Local In-service Teacher Training Programs" held by the Ministry of Education in Akçakoca on behalf of our association.

86 MEB trainers were all invited to Akçakoca to evaluate the past seminars and reflect on strengths and weaknesses. They were also expected to share their foresight into future seminars. Together with the trainers, İbrahim Bükel (the Board of Education), Prof. Dr. Vahit Çakır (Gazi University) and Assist. Prof. Dr. K. Vefa Tezel (Abant İzzet Baysal University) also joined the workshops.

Below you can find a brief summary of one of the sessions I held there.



The ASSURE Model: Instructional Media and Technologies for Learning

Prof. Dr. Aydan Ersöz

To become skilled in today's classrooms, it is crucial to know when to use a wide range of instructional strategies and passive and interactive media. Heinich, R., Molenda, M., Russell, D. J., & Smaldino, E. S., (2002) stated to use media and technologies effectively a systematic plan for their use is necessary. They suggest utilizing the ASSURE model as a guide, which identifies *six major steps* in an instructional planning process.

The Assure Model is:

- A procedural guide for planning and delivering instruction that integrates technology and media into the teaching process.
- A systematic approach to writing lesson plans.
- A plan used to help teachers organize instructional procedures.
- A plan used to help teachers do an authentic assessment of student learning.
- A model that can be used by all presenters.

ASSURE stands for:

- Analyze learners
- State objectives
- Select methods, media, and materials
- Utilize media and materials
- Require learner participation
- Evaluate and revise

Analyze Learners: Identify learners'

- a) General characteristics
 - This is a description of the class as a whole. This includes such information as the number of students, grade or age level, gender, socioeconomic factors, exceptionalities, and



cultural/ethnic/or other types of diversity.

- b) Specific entry competencies - This is a description of the types of knowledge expected of the learners. Ask questions such as: Do the learners have the knowledge base required to enter the lesson? Do the learners have the entry competencies and technical vocabulary for this lesson? etc.
- c) Learning style - This is a description of the learning stylistic preferences of the individual members of the class. First of all the instructor will want to find the learners perceptual preferences and strengths. The main choices are auditory, visual, and tactile/kinesthetic.

State Objectives:

- Be specific
- State terms of what student will be able to do
- Include conditions and degree of acceptable performance

Statements describing what the learner will do as a result of instruction. Things to keep in mind as you write your objectives are:

- Focus on the learner, not the teacher
- Use behaviors that reflect real world concerns
- Objectives are descriptions of the learning outcomes and are written using the **ABCD** format.

Audience: Who is the audience? Specifies the learner(s) for whom the objective is intended.

Behavior: What do you want them to do? The behavior or capability needs to be demonstrated as learner performance, an observable, measurable behavior, or a real-world skill.

Condition: Under what circumstances or conditions are the learners to demonstrate the skill being taught? Be sure to include equipment, tools, aids, or references the learner may or may not use, and/or special environmental conditions in which the learner has to perform.

Degree: How well do you want them to demonstrate their mastery? Degree to which the new skill must be mastered or the criterion for acceptable performance (include time limit, range of accuracy, proportion of correct responses required, and/or qualitative standards.)

EXAMPLE:

The Tenth grade English class will identify and discuss the effects of symbolism in the short story "The Window" using their text, paper, and pen in one hour.

Select Methods, Media, and Materials:

- Decide on appropriate method
- Choose suitable format

- Select available materials
- Modify existing materials
- Design new materials

Utilize Media and Materials:

- Preview and practice
- Prepare class and ready equipment
- Prepare learners
- Conduct instruction

Require Learner Participation:

- Active mental engagement
- Allow learners to practice
- Provide feedback

Evaluate and Revise:

- Evaluate impact and effectiveness
- Assess student learning
- Revise wherever there are discrepancies
- There are many purposes for evaluation - assessing learner achievement and evaluating methods and media. If the objectives call for demonstrating a process, creating a product, or developing an attitude, the evaluation will frequently require observing the behavior in action.



Evaluation is ongoing. Evaluations are made before, during, and after instruction. For example, before instruction, you would measure learner

characteristics to ensure that there is a fit between existing student skills and the methods and materials you intend to use. In addition, materials should be appraised prior to use.



During instruction, evaluation may take the form of student practice with feedback or it may consist of a short quiz or

self-evaluation.

During instruction, evaluation usually has a diagnostic purpose; that is, it is designed to detect and correct learning/teaching problems and difficulties with the instruction that may interfere with student achievement.

At the end, it is the starting point for the next cycle. Look at the results and make revisions.

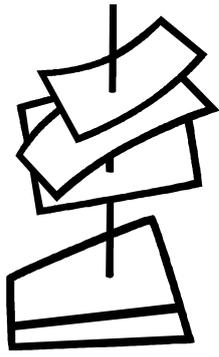
Reference:

Heinich, R., Molenda, M., Russell., J.D. & Smaldino, E.S. (1996). *Instructional media and technologies for learning (5th ed)* Englewood Cliffs, NJ: Prentice Hall

**After long and tiring sessions,
we deserved a nice sightseeing tour.**







**REFLECTIONS ON
'EMPOWER/ED' SHAPING
LEARNING COMMUNITIES
IATEFL HUNGARY
21st ANNUAL CONFERENCE
7-9 OCTOBER 2011**

by **Büşra Delen**

**Gazi University Department of English Language Teaching
busra.delen@gazi.edu.tr**

The 21st Annual Conference of IATEFL-Hungary titled "Empower/ed' Shaping Learning Communities" was organized on 7-9 October 2011 in Budapest and it



was hosted by Szamalk, Gabor Dénes Főiskola with participants from 22 nations. The conference aimed to encourage ELT professionals to exchange ideas on their practices and experiences of their colleagues and learners with

each other. The theme of the conference zeroed in on the changes in students' and teachers' roles in a world where learning takes place in settings beyond the classroom. Thus, the possible learning opportunities that can empower both students and teachers were emphasized throughout the conference.

There was a wide range of topics included in the conference, i.e. intercultural communication, pre- and in-service teacher education and professional

development, language education related research, information and communication technology, the methodology of TEFL and ESP, special needs education, curriculum, syllabus and materials design and lifelong learning.

Social media networks such as Facebook and Twitter were actively used throughout the conference; there were updates regarding the conference every day with videos, discussions and photos.

The plenary speakers were Michael Swan (writer, OUP), Jamie Keddie (associate teacher trainer, Norwich Institute for Language Education), Graham Stanley (teacher and social media consultant, British Council) and Sheelagh Deller (trainer, Pilgrims).

The conference was opened with a speech by Zsuzsa Lindner, president of IATEFL-Hungary. It was followed by the first plenary talk of the conference by



Jamie Keddie. In his talk titled "Teachers or Postmen?", Jamie Keddie claimed that the success of the materials the teacher brings into the classroom is dependent on the 'delivery technique' of the

teacher. Specifically, he made a point of English teachers' trying to communicate via written texts in speaking classes, which he presented as a 'paradox'. Hence, he came up with some suggestions which highlighted the importance of verbal cues and visuals for speaking activities. He also specified the role the teacher plays in teaching speaking as the mediator between the material and the students. Finally, he provided the audience with some speaking activities based on his website www.lessonstream.org, which was formerly known as TEFLclips, winner of a British Council ELTon Award. All the lesson plans he mentioned were in line with what he suggested; they were all designed to get the students to speak with materials that do not have a written text.

Following the plenary talk of the day, Special Interest Groups were formed. An interesting one was the group on special needs education with a focus on the

integration of language learners with dyslexia, attention deficit hyperactivity disorder (ADHD) as well as the gifted learners into classroom settings. The two-hour session was presented by Simko Varnagy, Kalmos Borbala, Turanyi ZSofia and Colic Janja, who are teachers of English specializing in teaching learners with special needs. Thus, the clues for successful teaching with such learners were more of a concrete nature such as designing the right materials for dyslexic students, adjusting the conditions in classroom settings for them, providing them with appropriate activities, choosing the techniques that can work out with dyslexic and ADHD students along with the gifted ones.

Another plenary talk was given by Michael Swan on the changing tides in English with the title "What is happening in English, and how much does it matter?".



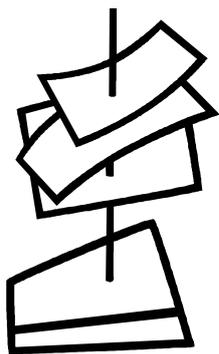
Michael Swan presented his topic in two main parts, i.e. "Language change and variation" and "What should teachers do about it?". In the first section the changes in English were grouped into categories such as systems organizing themselves, unimportant distinctions disappearing, sounds weakening, etc. These groups were also demonstrated with specific examples. In this part, there was an

outlook on language which justified the changes in the language and defined them simply as 'natural' and 'inevitable'. The second part put an emphasis on how teachers should react to these subtle changes in the language. The very first suggestion coming at this point of the talk was to 'keep calm', which is generally just the opposite of the reaction expected from language teachers, who panic over the changes. Another suggestion is to 'stay informed' by listening to the students and by checking up-to-date reference books such as grammar books and dictionaries even if one does not teach those points. The final suggestion Michael Swan put forward for teachers was to 'be realistic' in their expectations of their students. To him, the native-speaker level of competence is too lofty a goal to reach in language classrooms and "perfectionism can be disastrous". Thus, what is to be done is crystal clear: a teacher has to set out with a couple of questions in mind such as "How much do we need?" "How much can we achieve?" and "How much can we afford?". After determining the answers to these questions, teachers should be the students' guide in the continuum we call language learning.

The final presentation that caught attention was by Edit Kontra and Kata Csizér on English as a Lingua Franca. It was titled "ELF Inside the Gates: Learners Begin to Challenge Native Speaker Norms" and introduced a research study. Following the brief introduction of ELF in the literature, details of the study were revealed. It looked into 250 short essays written by EFL learners in reply to the question whether it is all right to try to achieve native speaker competence or aim for effective communication skills. After the content analysis of all the paragraphs, it turned out that students did not attach that much importance to acquiring native speaker qualities while learning English. Finally, the presenters claimed that descriptors of successful language learning are likely to undergo some changes according to the aforementioned changes in students' perceptions.

The 21st Annual IATEFL-Hungary Conference, "Empower/ed' Shaping Learning Communities", in sum, seems to have fulfilled its aims in providing a context in which language teaching professionals with different backgrounds and practices had the chance to find common ground and to exchange ideas. Thus, this conference is definitely a step taken towards keeping up with the day-to-day changes in learning environments.





REFLECTIONS ON THE 15th INTERNATIONAL INGED ELT CONFERENCE: "TAKING IT TO THE LIMITS"

20 - 22 October 2011

Language Play and Creative Learning
A Plenary by David A. Hill
Summarized by Özge Özden
Second grade student at
Gazi University, ELT Department

Humans are born with the instinct of playing, by their nature. Playing helps us survive and thrive by connecting us to other human beings. Playing is a necessity for us, not luxury. It is as important to our physical and mental health as getting enough sleep, eating well, and exercising. We play for learning, creating, feeling challenged and so on, but how can we incorporate play into the language, and make students learn more efficiently in this way? The ability of playing language is crucial especially for language teaching, so from David A. Hill's this session we learned about the background to language play, and then worked through a range of activities which can be used in the classroom to include language play as a regular part of classes. David Hill emphasized the importance of language play and creative learning in four main sections:

1) Background to play and language play:

- a. Play is central to the development of all orders of mammals.
According to research, play helps us to trigger the secretion of BDNF, a substance essential for the growth of brain cells, the development of creativity, the improvement of memory and the stimulation of the growth of the cerebral cortex.
- b. The more intelligent the species, the more it plays, and the more intricate its games.
- c. Play serves a number of essential functions:

- Social functions
 - Survival functions
 - Pleasure functions
- d. Language play is capable of performing all these functions and does in so in two ways:
- Patterning
It is like a role-model, putting yourself into one's shoes.
 - Fictionalization
It is like dreaming things however you want.

Through the use of the two language systems:

- The phonological
- The lexical

2) Approaches to play

- a. Contemporary approaches to language and learning are largely:
- Needs-based
 - Meaning-focused (no rule for playing around, everything is right and proper.)
 - Culturally-conventional
 - Based on the inductive presentation of the language system and are "communicative" and "form-focused."
- b. Language learning is seen as "work" and the notion of "play" as a part of syllabus has been denied.
- c. Topics which are typically banned from international ELT course books are:

alcohol	narcotic	religion
anarchy	nudes/flesh	racism
stereotypes	abuse	names
terrorism	AIDS	politics
violence	Israel	pork
sexism	science	sex

- d. Being competent in a language, however, requires the user to be able to play with it.
- e. In order to hunt and fight through play, not through hunting and fighting.

3) The Play Element in Learning

In this part, Mr. Hill changed the serious atmosphere into a very enjoyable one, and he attracted everyone's attention. He wanted us to get a piece of paper for

ourselves and to write down the colors in the rainbow from the top to the bottom in order. After two minutes just one woman could do it. In fact, this was really a shameful moment for most of us, but he let our psychology free by telling us he knew a technique for remembering such things. The first part of the play element in learning is about the technique he mentioned, which is, I think, the most enjoyable and useful part of the speech because it helped me to remember or memorize formulas, structures and so on very easily so far. In this part of the session, I experienced lots of examples, which I will also teach my young and adult learners.

a. Mnemonics

Mnemonics are often verbal, such as a very short poem or a special word used to help a person remember something, particularly lists, but a mnemonic may instead be visual, kinesthetic or auditory.

Richard of York gave battle in vain. (A mnemonic to remember the colors of the rainbow in the correct order: red, orange, yellow, green, blue, indigo, violet)

HOMES (the names of all of the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior.)

b. Patterns

/é/: Préféré /o/: locomotive /i/: Difficile (latin)

In this way students can learn how to pronounce sounds.

c. Jokes

Caesar adsum iam forte. (Latin) (or is it???)

Caesar had some jam for tea.

d. Games and Language

No language	Language instrumental	Language object/ instrument
chess	I spy	cryptic crossword
mime	some jokes	knock knock jokes

4) Resources

In this part of his presentation, David Hill gave us a lot of useful examples about jokes, adverts, headlines, graffiti and language play activities. Here are some:

a. Jokes

Peter: Would you like to play with my new dog?

Mike: Does he bite?

Peter: I don't know. That's what I want to find out.

Knock knock.

Who's there?

Arnold.

Arnold who?

Arnold friend of yours. (an old friend of yours- pronunciation confusion)

Customer: I'd like to buy a fur coat, please.

Sales girl: Certainly, madam. What fur?

Customer: To keep myself warm, of course! / fɔ:r/ and / fɜ:r/ confusion

In this way students can learn the difference confusing letters at pronunciation.

b. Adverts

Heineken refreshes the parts other beers cannot reach.

Heineken refreshes the pirates other beers cannot reach.

Heineken refreshes the parrots other beers cannot reach.

Heineken refreshes the poets other beers cannot reach.

c. Headlines

Dutch clogs get the boot

Appetite for Nigella and Delia cools as cookbook craze goes off the boil.

d. Graffiti

ARSENAL RULES, OK

James Bond Rules, OOK

Synonyms govern, all right

Dyslexia lures, KO

Amnesia rules, O.....

Flower power rules, bouquet

Queen Elizabeth rules UK

e. Language Play activities

- Alphabets

He gave an example about writing instruments A to Z. This can help us to improve our vocabulary knowledge and to easily remember the things that we memorized .

- Lost Consonants

He showed us this picture to emphasize the importance of this exercise.



The dog is barking or baking? 😊 Using this picture, we can teach our students the difference between baking and barking very well.

- Creative Writing
- Acrostics

JOHN

J is for Jolly, fun to be with

O is for Outgoing, everyone's friend

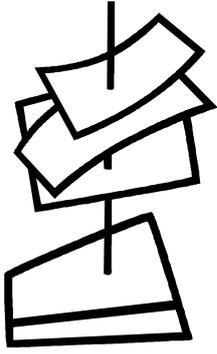
H is for Happiness, the smiles he brings

N is for Natural, The genuine side of you.

- Songs

While we listened to "The Logical Song" by Supertramp, we had to note down all the words containing the dark "L" in the song. This was a useful way to teach especially adjectives.

To sum up, language play helps us to learn better, so we can infer from David's amazing speech that we should teach English in a fun way especially using jokes so that our students whose level may be elementary or pre-intermediate can learn and remember things more efficiently. If we want to change the atmosphere in the classroom and make the language lesson enjoyable and effective, we should use these techniques in our teaching.



REFLECTIONS ON THE 15th INTERNATIONAL INGED ELT CONFERENCE: "TAKING IT TO THE LIMITS"

20 - 22 October 2011

by

Emine Pehlivan

Gazi University, ELT Department student

I saw many presentations at the 15th International ELT Conference giving me understanding of various techniques and points of views on ELT. Mostly, I was influenced by technology in education. While some presenters claimed that technology in education is useful, others told their audience that it makes students lazy because most of them download their assignments directly from internet. I believe using technology in education can be advantageous as long as individuals are aware of their aim.

I would like to start by briefly mentioning Lawrence Burke's presentation "Blending Technologies with Literature Courses for Second language Learner's." Does technology in the classroom really make a difference? The presenter talked about the pros and cons of technology in ELT. First, he enlightened participants about Literature podcasts, which invigorate the ESL/EFL student of literature to analyze the multiple meanings and characteristics of a written and spoken L2. Then, he shared his research findings on student learning with technology and how his students became faster in learning. As far as I understand, using technology in education is advantageous, but individuals must be aware of their aim. For instance, in the e-session about using online medium presented by M. Akın Güngör & M. Nazlı Demirbaş, the presenters first gave background information and then got us to work through a sample lesson. "The Blind Banker" by Sherlock Holmes was used as the topic of this lesson plan because it reflects cultural background in the target language. We listened to a

paragraph and then were asked online questions about it. Thanks to the Adobe Connect programme, the teacher who wishes to use this lesson plan and software can add or change questions while the class works online. In this way, technology helps teaching.

I also enjoyed Amanda Yeşilbursa's technique about prospective EFL teacher's developing their self perspective. In her research, Amanda Yeşilbursa focused on the self-reflection emerging from the written reflections of a group of prospective English teachers during a methodology course. She wanted her students to write about their teaching and requested them to record a video while they were teaching a lesson so that they could see themselves as teachers. After they watched their video, they were surprised. It helped them to see the underlying themes in their teaching and they realized that they did certain things unintentionally. Sometimes self-criticism can be cruel and sometimes it turns into flattery. Hence, this reflective practice enables prospective EFL teachers to evaluate themselves properly and these developing teachers will be able to build efficient generations.

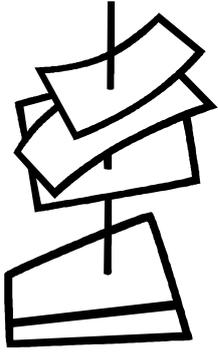
In conclusion, as a second grade ELT student at Gazi University, meeting people from the same department but from different cities & countries, participating in activities in some sessions and learning interesting viewpoints on ELT expanded my horizon. Thanks to INGED, many people will share their ideas on teaching and there will be more effective ELT teachers in the future and always the next ones will go further.

Have a look at USEFUL LINKS

There are new links

added

on a regular basis....



**REFLECTIONS ON
A SESSION PRESENTED AT
SELÇUK UNIVERSITY:
"Grammar with Songs"**

by

Teresa Valais

UMBC, E-Teacher Program Coordinator

26 October 2011

Summarized by

Nükhet Yavuz Yıldız

Selçuk University

For this class activity, Teresa had chosen a song, teaching unreal conditional. The aim of this activity was to teach grammar thoroughly, the rules of which had to be noticed by students.

As a warm up, Teresa explained that students would listen to the song first, then for the second time more carefully mainly for comprehension. After that, she would ask the students what the song was about and they would discuss it briefly.

As participants, we also listened to a song by Alicia Keys. Then students were



given the handouts with the lyrics.

Alicia Keys: "If This World Were Mine" featuring Jermaine Paul

<p>[Alicia] If this world were mine I would place at your feet All that i own You've been so good to me If this world were mine, oh</p> <p>I'd give you the flowers, the birds and the bees And with your love inside me That'll be all i need If this world were mine I'd be there to give you anything, oh</p> <p>[Jermaine] If this world were mine I would make you a queen With wealth untold You could have anything Girl, if this world were mine Yeah yeah yeah</p> <p>I'd give you each day So sunny and blue And if you wanted the moonlight Girl, i'll give you that too Oh, if this world were mine all mine I'll give you anything</p> <p>Oh baby your my inspiration And theres no hesitation When you want me Honey just call me</p>	<p>[Alicia] Oh baby your my consolation And theres so much sensation When im in your arms honey When you squeeze me, oh</p> <p>[Both] The things that you do Ooo ooo ooo .. The things that you do Ooo ooo ooo ..</p> <p>[Jermaine] Every sky would be blue As long as your lovin me, baby</p> <p>[Alicia] Ooooooh, when im in your arms Life is so wonderful, my love</p> <p>[Both] Oh oh oh .. Give me pretty lovin baby Give me pretty lovin darlin Keep on lovin me, baby Oh oh oh , you know i need you darlin You know i need you honey Keep on lovin me, baby And the world would be yours Yeah yeah yeah .. Baby And the world would be yours Yeah yeah yeah .. Oh</p> <p>If this world were mine (9x)</p>
---	---

After we listened, she asked us if we had already taught English through music. As most of us did, we answered with a 'yes', and she then wanted to know how we taught the lesson with music and how we would apply the music within the grammar or vice versa. I answered the question by saying that in one lesson, I

taught adjectives through a song and the class study involved a dictionary group study by finding the meaning and more adjectives of that kind and further discuss personality.

By letting students guess the grammar strategy, Teresa explained that she would never give them the explanation first. By listening to the lyrics, the students would talk about real and unreal situations. She would ask them the question if there was anything that couldn't possibly happen in their life. After discussing this and trying to make students understand on their own the grammar strategy, some of them would answer her question right. They would then highlight and underline certain phrases of the song, paying attention to the sentence structure. Students would find the clues, what some of the grammar rules were, and she would give them the following photocopy where they could work in pairs, discuss grammar etc.

Second Conditional - Partner Activity

This is a fast fun way to pair students for another activity. The bonus is that they get extra exposure to the target structure. Just print this page, copy on to colored paper if you want, cut the page down the middle and cut strips for each sentence. Students should walk around the room and find the missing half of their sentence. Combinations must be grammatically correct and logical. Remind students that they should pay attention to punctuation. This sheet has a total of ten sentences, which allows for twenty students. If your class size is larger than this, just duplicate one sentence for every two extra students.

As an alternative, you make multiple copies of this page, cut the same as above, divide students into groups, and give each group all the sentences to match.

If it were New Year's Eve,	I would be at a party.
If I got a pet,	it would have to be a cat.
I wouldn't do that	if I were you.
If you won the lottery,	what would you do with the money?
How would your life be different	if you spoke English perfectly?
If we studied all night,	we still wouldn't pass the test.
If our teacher were absent,	we wouldn't be doing this activity.
If we went to the beach,	would you go swimming?
If I invited you to dinner,	would you expect me to pay?
We wouldn't have cars	if it were 1700.

Having done this, she would have a little class discussion on the question 'What would you do if the world was yours?' and this, in all types of forms like 'What would I do if the world were mine' etc. Last, all students would write a composition to this question expressing their thoughts and dreams by using the learned structure.

In this way, all four skills would be successfully integrated namely, listening, reading, speaking and writing.

In the final part, students were given the actual grammar photocopy only in the end with the explanations and rules to see and thus understand the grammar structure and rules thoroughly.

Unreal Conditionals Handout

The Second Conditional

The Second Conditional refers to an unreal (or very unlikely) situation in the PRESENT time. The most confusing thing about the second conditional is that we use the PAST TENSE in the "if" clause, even though we're referring to the PRESENT! Consider the following examples:

- I am very busy (and very broke). As I'm sitting here in front of my computer, I'm thinking about taking a trip to South America. It would be really nice to go to the airport and get on a plane right now. However, this is completely impossible! I can express this by saying, "If I had the time, I would go to South America." (I could also say, "If I had the money, I would go to South America.")
- My friend John is always talking about how expensive restaurants are. He never goes to the grocery store and his kitchen cupboards are always empty. One day he starts complaining again. I say, "John, if you learned how to cook, you wouldn't need to eat out all the time." (It is highly unlikely that John will learn how to cook.)

Okay, now that you understand that the PAST TENSE in the "if" clause refers to the PRESENT time, there is one other rule you should be aware of. (You will hear native speakers break this rule, but you should use it, especially in formal speech and formal writing.) If the main verb in the "if" clause is "be," we use "were" with ALL subjects, including first and third person singular. (This is the subjunctive mood.) Consider the following examples:

- "If I were rich, I would travel around the world." (UNREAL: I'm not rich.)
- "If I were President, I would give everyone free health care." (Obviously UNREAL: I'm not President.)
- "If I were you, I would study hard." (Obviously UNREAL: I'm not you.)
- "If Napoleon were alive today, he would be fighting a war." (UNREAL: Napoleon is dead.)
- "If my brother were here, he would buy me a beer." (UNREAL: My brother is in Costa Rica.)

**REFLECTIONS ON
THE ELT FESTIVAL
by THE BRITISH COUNCIL
Part I
SESSION: SPEAKING SKILLS
by SIMON SHEPHARD
15 - 16 December 2011**

**Summarized by Büşra Delen
Gazi University, Department of English Language Teaching
a.delen@gazi.edu.tr**

The British Council ELT Festival 2011 took place on December 15th and 16th in Ankara. This year's festival speaker was Simon Shephard, who will be working as



a trainer with British Council throughout next year. The first day of the festival focused on speaking skills and the second one was on classroom management. The sessions were workshops requiring active participation of the audience, which was a blend of ELT professionals from elementary schools and universities.

Mr. Shephard started his session on speaking skills with a personal experience of his since he was in the first stages of learning Turkish. He led the audience to reflect on his experience by providing the context; that is, he described the first lessons he got in Turkish which seemed to be loaded with too much input and he told the audience that he was not able to remember anything about them. Then, he asked everyone why he suffered from such a 'loss of memory' when his Turkish classes were in question. After collecting some answers, he went on with the first activity regarding speaking skills. He divided the audience into three groups, picked a member from each group and asked them to write whatever their groups told them on the whiteboard they were provided with. He

gave the groups the same statement to complete, i.e. "Children as language learners need to..." Asking the audience to think about their answers within the context of speaking skills, he allowed the groups to brainstorm for a few minutes. After time was up, the person responsible for writing down the answers read the items listed by the group aloud. Mr. Shephard guided the discussion at this stage and came up with his own list. The same routine was repeated with the statement "To improve speaking, teachers need to do..." His lists for both statements included more general elements than more specific ones, which he mentioned later on during the session.



Following the group activities, Simon Shephard asked everyone to individually define 'controlled practice' and 'free practice' in the way dictionaries do. Then, he grouped the audience into rows and told them to discuss their definitions within the rows. After everyone made changes, if there were any, he provided his own version of the concepts. Next, he dictated some speaking activities ranging from role-play to elicited dialogs and asked the audience to determine if they are examples of controlled or free practice. At the end of the activity he gave the 'answer key' and the audience checked their answers.



In the last part of the session, the speaker touched on the distinction between fluency and accuracy and stated that students' being fluent does not mean that they should not care about their mistakes. In the same vein, he distributed a handout with some accuracy-based and fluency-based speaking activities designed for young learners in it and asked the audience to identify the problems in them and to find solutions to make them better. The session ended with some collective brainstorming on the aforementioned activities.

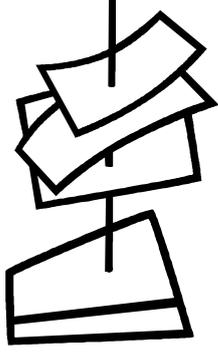
The session presented by Simon Shephard of British Council aimed to present

the common problems and solutions in speaking lessons as well as a selection of controlled and free/r oral practice activities. It would not be wrong to say that the session provided a general overview of speaking skills in language classes, just as it promised to do. ,



Send us your summary of a workshop or conference session after you have attended one.

Your colleagues look forward to reading about practical classroom ideas...



REFLECTIONS ON THE ELT FESTIVAL by THE BRITISH COUNCIL Part II

SESSION: CLASSROOM MANAGEMENT 15 - 16 December 2011

**Summarized by M. Nazlı Demirbaş & M. Akin Güngör
Gazi University, Department of English Language Teaching**

The British Council in Ankara held a two-day ELT Festival at Limak Hotel for English teachers in different institutions. The 'Speaking Skills' session was held on the first day. On the second day, the 'Classroom Management' session was organized for 1,5 hours. It was full of practical activities for classroom management problems. There were approximately 50 teachers and students from private schools, state schools and universities. Simon Shepherd was the instructor.

He started his session with a class situation to attract the attention of the audience. It was a common problem to all teachers. He asked teachers to discuss and find as many solutions as they could for this situation. Next, groups were formed and one person from each group became the descriptor to write on the small white boards around the hall effective techniques and factors in classroom



management. This activity was done as a brainstorming activity. I was the descriptor for our group and we wrote as many ideas as we could come up with in about three minutes. Descriptors then read out some of their group's answers for the rest of the participants. The trainer revealed his own suggestions and we all compared our answers with his. His suggestions included mainly:

Be prepared,
Punishments are meaningful,
Teachers should be informed,
Class rules should be known,
Meta-language is consistent,
Learning tasks should be varied,
Rewards are meaningful,
Progress is obvious.



Here 'punishment' refers to applying class rules such as making learners speak in English on a topic that is not so familiar for them.

After providing his own suggestions, he labeled the groups with 5 different colors. There were nearly 10 people in each group. The trainer posted different questions and situations related to young learners', adults' and other EFL classes' classroom management problems written on 5 colorful cards in different parts of the hall. These 10 people chose their partners and started wandering around reading the problems on the colorful cards. In pairs, they discussed each situation and then passed to another one. This activity lasted for 10 minutes or so. When the participants were finished, the trainer focused on some useful techniques in classroom management by handing out the worksheets developed by the British Council. As a result, all participants were able to compare their answers with his. Following this, he gave out sheets about young learners' classroom management problems. Participants discussed and exchanged opinions on these in pairs and chose appropriate solutions.

At the end of the session a raffle was organized with 5 valuable gifts from the British Council.



NEWS ABOUT A PLAY IN ISTANBUL

Here's a message from a colleague especially for those of you in Istanbul and interested in drama...

Dear Mrs. Öniz,

I am writing to you in the name of the American Drama Group Europe, Europe's leading professional touring theatre company, which will be performing 'A Christmas Carol' in Istanbul in December. I am trying to reach organisations and individuals who might be interested in this performance. Also, I am trying to establish contacts with these organisations, in case they are interested in the American Drama Group's subsequent productions in Istanbul. ('Oliver Twist' in April 2012)

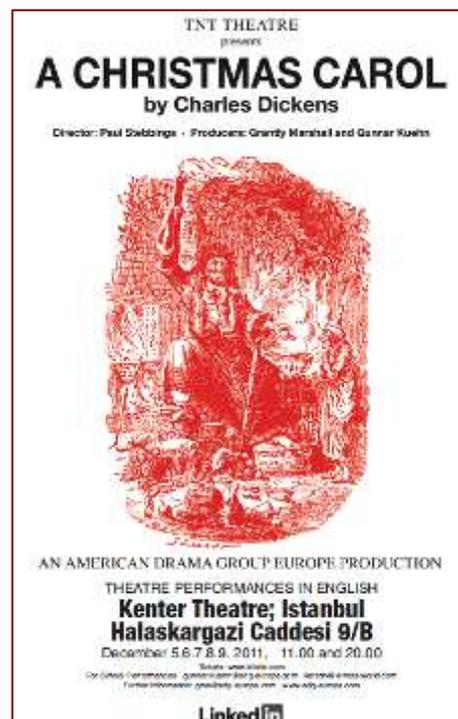
As you are listed as a member of **INGED**, I was hoping you might be interested in cooperating with the American Drama Group Europe - would it be possible to include the play on your homepage or in your newsletter?

The dates for the performances of 'A Christmas Carol' are December 5 - 9 at 11:00 & 19:00 at the Kenter Tiyatrosu. Please find our info-sheet attached to this email. Please do not hesitate to contact me for any further information.

For further information on the American Drama Group Europe please visit <http://www.adg-europe.com/>

Yours sincerely,

Borbala Siklos
borbala.siklos@gmail.com
American Drama Group Europe
www.adg-europe.com



The **AMERICAN DRAMA GROUP EUROPE**, Europe's leading professional touring theatre company, is pleased to return to Istanbul, this time with an English language classic by one of the world's greatest novelists **CHARLES DICKENS**,

the delightful perennial favourite

A CHRISTMAS CAROL

December 5 – 9, 2011 at 11:00 & 19:00

Kenter Tiyatrosu, KENTER THEATER

Halaskargazi Caddesi No: 9

Harbiye, Şişli, İstanbul

PRICE: adults 40 Lira; students 20 Lira; teachers free;

RESERVATIONS and INFORMATION:

SCHOOL RESERVATIONS BY EMAIL, FAX OR PHONE:

Gunnar Kuehn gunnar.kuehn@adg-europe.com ; fax: +49-89-33066527; phone: 0049-89-38898963; mobile: +49-176-40054323
or Kerstin Klimas kerstin@klimas-world.com

We grant a 2 Lira reduction for bookings of 100 tickets or more.
Payment either at the door or by int. money transfer: IBAN Nr: DE 31 70020270428016289 SWIFT: HYVEDEMMXXX.
(these conditions only apply to school reservations)

ALL OTHER RESERVATIONS:

<http://web03.biletix.com/search/TURKIYE/en#AChristmasCarol>

AGE GROUP: 13/14 – 80. Study materials (scripts, director's notes, synopsis, etc.) available. Please be reminded that this is NOT musical, it is musical theatre – a theatre play with a lot of music in it.

SCHOOL PERFORMANCES:

The **AMERICAN DRAMA GROUP EUROPE** is also invited to perform in schools. As an incentive, performing on school premises allows the schools various savings, such as transport costs. However, these performances also favour a more intimate, and familiar setting. For more information and pricing, please contact Gunnar Kuehn, Producer
ADGE: gunnar.kuehn@adg-europe.com Phone: +49 89 388 989 63
Mobile: +49 176 400 543 23 Fax: +49 89 330 665 27

FROM A COLLEAGUE

Dear EATAW colleagues,

We are delighted to inform you that the inaugural edition of the *Journal of Academic Writing*, the Journal of the European Association for the Teaching of Academic Writing, is now available online at

<http://e-learning.coventry.ac.uk/ojs/index.php/joaw>.



The *Journal of Academic Writing* is an international, peer-reviewed journal that focuses on the teaching, tutoring, researching, administration and development of academic writing in higher education in Europe. Published by the [EATAW](#), the *Journal of Academic Writing* is relevant to teachers, scholars, and program managers across disciplines and across the world who are interested in conducting, debating and learning from research into best practices in the teaching of writing.

The inaugural edition contains papers from the EATAW 2009 Conference. We are very grateful to the editor, Dr. Lisa Ganobcsik-Williams, and the editorial team for bringing this much anticipated inaugural issue to fruition.

We hope that you enjoy the *Journal*.

Kind regards,
Íde

Dr Íde O'Sullivan
Writing Consultant
Regional Writing Centre, Centre for Teaching and Learning,
University of Limerick, Limerick, Ireland
E-mail: ide.osullivan@ul.ie
<http://www.ul.ie/rwc>

Co-chair, European Association for the Teaching of Academic Writing (EATAW): <http://www.eataw.eu/>

December Competition for English Teachers



Dear English Teacher,

If you have used a resource or an idea from our [TeachingEnglish](#), [LearnEnglish](#) or [LearnEnglish Kids](#) websites in your English lessons then join our competition and get the chance to win a laptop!

Get more information

I can't make it

Where:

Online Competition

When:

Thursday December 1, 2011 at 9:00 AM

-to-

Saturday December 31, 2011 at 5:00 PM

<http://schoolsonline.britishcouncil.org/home>

Hi all,

Interested in finding a partner school in the UK?
Then click on the British Council link above and start the journey.

Raymond

Raymond Kerr | Teacher Development Manager | ELT | Turkey | Wider Europe

T +90 (0)212 355 5610 | F +90 (0)212 355 5658 | BCTN: 8523 5610

E raymond.kerr@britishcouncil.org.tr

W <http://www.britishcouncil.org/Turkey>

Dear Colleagues,

We are pleased to announce that we are opening **new online courses** as of **January 2012**. [Click here](#) to find all the information that you need concerning the dates and times of the courses.

[Visit our website](#) for further information. Deadline for registration is **12 January 2012**.

However, if any of your questions remain unanswered, please do not hesitate to contact us at seda.baykal@britishcouncil.org.tr or 0312 455 3623.

We look forward to welcoming you in the future and wish you success in your courses.

Find us on Facebook 



Feedback



Unsubscribe



Forward

You have received this email because you subscribed to our electronic newsletters via our website or [British Council Turkey](#) event. If you wish to opt out of this British Council mailing list, please [unsubscribe here](#).

Our [privacy and copyright](#) statements. Our [commitment to freedom of information](#).

www.britishcouncil.org/turkey-english-teacher-training-online-courses-timetable.htm

Text only  Print this page | E-mail this page | Add to favourites | Google™ Custom Search

BRITISH COUNCIL Turkey

Education | English | Science | Society | Arts and culture | About us

ONLINE COURSES TIMETABLE - 2010/2011

Interested in sharing your ideas as an English teacher with colleagues from 15 other countries? Then why not join one of our international online teacher development courses?

International Online Teacher Development Courses	Start Finish	Start Finish	Start Finish	Course Fee
TKT Essentials Module 1	19/09/11 12/12/11	30/01/12 16/04/12	30/04/12 13/07/12	275 TL
TKT Essentials Module 2&3	19/09/11 12/12/11	30/01/12 16/04/12	30/04/12 13/07/12	275 TL
Learning Technologies for the English Classroom	19/09/11 12/12/11	30/01/12 16/04/12	30/04/12 13/07/12	275 TL
Primary Essentials	19/09/11 12/12/11	30/01/12 16/04/12	30/04/12 13/07/12	275 TL
Steps to Success	19/09/11 12/12/11	30/01/12 16/04/12	30/04/12 13/07/12	275 TL

HOW DO I REGISTER?
If you would like to attend one of our courses, please [click here](#) to find out about application and payment procedures.

A letter from our dear friend Raymond Kerr:

Hi all,

The British Council is delighted to announce a 2-day workshop for teachers of English in Turkey on February 18 and 19, 2012 on the themes of managing difficult behaviour and managing students with learning problems. These workshops are free but since there are only 100 places, participants will need to register for the course by emailing Mustafa Erturk at mustafa.erturk@britishcouncil.org.tr

These workshops will be run by Marie Delaney whose biodata you can find below. I've attached a copy of the timetable and the topic of each session.

The venue will be the Point Hotel Taksim in Istanbul.

Looking forward to seeing you there!

Raymond

=====

Time	Saturday 18 February	Sunday 19 February
9.30 - 11.00	What is a difficult learner? Why do we find some learners more challenging? Managing our own states for effective teaching and learning.	What can I do with the kid who...? A summary framework for thinking about difficult behaviour and how to apply it with some common problems. .g 'the kid who always calls out...the kid who bullies the teacher...'
11.00 - 11.15	Break	
11.15 - 12.45	Language and Behaviour : Using language to manage behaviour assertively. 25 top behaviour management tips	Motivating the unmotivated ; How can we motivate those learners who seem not to want to learn? What is going on with these learners and ourselves?
12.45 - 13.45	Lunch	
13.45- 15.15	The hard to reach pupil ; The effects of trauma, loss, abuse on learning. What can teachers learn from educational psychotherapy? What can the teacher do?	Activities to build resilience, social skills and self-esteem - the skills some learners did not learn in their earlier years.
15.15 - 15.30	Break	
15.30 -17.00	Practical case-study of a 'difficult' learner ; applying the thinking from today	Magical Spelling and Brain Gym : how to include and teach learners with specific learning difficulties such as dyslexia. How to improve all learners' spelling and reading.

Marie Delaney: Biodata

Marie Delaney is an Educational Psychotherapist, MFL / EFL Teacher and Teacher Trainer and NLP Master Practitioner. She has extensive experience of working with challenging behaviour - both staff and pupils! She has worked on outside school projects - at DYP a Mentoring and Education programme in Hackney, London - as well as in schools as a Learning Support Unit manager for pupils at risk of exclusion and as Learning Mentor /LSU co-ordinator for primary and secondary schools in the London Borough of Havering. She was also a trainer and moderator on the National Training for Learning Mentors and worked as Emotional Literacy Consultant in a challenging secondary school in Essex. She is currently working in a school for children with social, emotional and behavioural difficulties in Cork, Ireland as well as offering training and consultancy.

She has been Director of Studies for International House in Poland and Course Director for Teacher Training at Pilgrims, Canterbury, UK. She has trained teachers worldwide. Her main interests are introducing therapeutic approaches into mainstream schools to develop realistic strategies for challenging behaviour. She is the author of 'Teaching the Unteachable' 2008 Worth Publishing, UK and 'What can I do with the kid who...' 2010 Worth Publishing UK.



Get set, ready and GO! TeachingEnglish Blogathon starts on Monday, 16th January, 2012

The British Council ELT team invites English teachers in Turkey to a very enduring challenge; **the TeachingEnglish Blogathon 2012**. The winner of the TeachingEnglish Blogathon will attend a week-long IATEFL conference in the beautiful Scottish city of Glasgow.

What is the TeachingEnglish Blogathon exactly?

Just what it sounds like - a blogging marathon. The TeachingEnglish Blogathon is an online event that brings together teachers of English to share their good practices

in the field of ELT and find out more about blogging. Starting on Monday, 16th January 2012, teachers of English in Turkey will contribute to the TeachingEnglish blog marathon until Sunday, 12th February 2012. When you accept this challenge, you will first learn how to blog creatively and also share your ideas through commenting on others' blog posts. The teacher who makes the most professional posts and comments throughout the game will be declared the winner.

Does anyone read blogs in Turkey?

Of course. People in Turkey embrace new technologies - just look at how often people change their mobile phones. Additionally, nowadays some of the best ELT bloggers are from Turkey. If you are not already in the game, it's time to buy your running shoes!

I am a busy teacher; I don't have time to take up challenges like these!

Then, here is a bit of motivation for you. In our TeachingEnglish Blogathon, the most outstanding blogger will win an all expenses paid trip to the IATEFL conference in Glasgow in March 2012. Not only will the teachers be able to network with English teachers from around the world and have the chance to update their professional skills, but they will also be in one of the most fashionable cities in the UK. As a major European cultural capital, Glasgow has long been established as an excellent place to visit.

So, where can I enter this TeachingEnglish Blogathon?

You can visit us at www.britishcouncil.org.tr and fill out the entry form. The conference is not the only prize we are offering, just stop by our site and learn more about the TeachingEnglish Blogathon.

I am already excited, when can I start blogging?

Please submit the application form before **Tuesday, 10th January, 2012**. The marathon will start on Monday, 16th January, 2012. The finishing line will be on **Sunday, 12th February, 2012** and the winners will be announced on **Friday, 17th February, 2012**.

Are you up for this challenge? Then what are you waiting for? Visit us at www.britishcouncil.org.tr and sign up today.

Şirin Soyöz

British Council

ELT e-Learning Coordinator

sirin.soyoz@britishcouncil.org.tr

<http://www.iatefl.org>

46th Annual Conference and Exhibition
Scottish Exhibition & Conference Centre, Glasgow, Scotland
19th - 23rd March 2012

<http://www.iatefl.org/glasgow-2012/46th-annual-conference-and-exhibition>



CONFERENCE REGISTRATION FEES

Full Conference	IATEFL Member	NON Member	IATEFL Student Member
Registered & paid on/before 27th Jan 2012	£130	£182	£98
Payment received after 27th Jan 2012	£168	£220	£98
Single Day attendance	£75	£89	£47
Single Day on final half day Friday 23rd March	£36	£46	£26
Pre-Conference Event- Monday 19th March 2012			
Registered & paid on/before 27th Jan 2012	£55	£65	£55
Payment received after 27th Jan 2012	£65	£75	£65

Registration is now open.

IATEFL MEMBERSHIP

contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

News from



<http://www.tesol.org>

The convention website: <http://www.tesolconvention.org/>



For the advance conference program:

<http://www.nxtbook.com/nxtbooks/tesol/2012advance/>

Electronic Village Online

Wiki Pages & Files

view

Call_for_Participation2012

last edited by Celia Arnesen 1 day ago

Call for Participation in TESOL's Electronic Village Online (EVO) 2012

A Project of TESOL's [CALL Interest Section](#)

2012 Sessions

January 9, 2012 - February 12, 2012

--> Registration is Jan 2-8, 2012 - You will not be able to register before January 2nd!

The CALL Interest Section of the international TESOL professional association is pleased to offer the opportunity to participate in the Electronic Village Online (EVO) 2012 sessions.

This project is a virtual extension of the TESOL 2012 Convention in Philadelphia in which educators around the globe will have the chance to enhance their professional development, network, collaborate, share and learn with like-minded professionals in wonderful online sessions that were carefully designed by our moderators.

You **do not *need* to be a TESOL member to participate in a free, five-week, online session of the EVO, **January 9 - February 12, 2012**.

Registrations start on January 2nd, 2012.

Please visit our Announcement Web page to select one among the various session offerings.

http://evosessions.pbworks.com/Call_for_Participation2012

http://evosessions.pbworks.com/w/page/48510148/Call_for_Participation2012

Click here to read the whole: <http://tesol.sclivelearningcenter.com/index.aspx>

This is another in a series of highlighted content from the 2011 TESOL Convention. The featured sessions are complimentary. The other sessions may be purchased for a small fee. Of course, the best option is to attend the 2012 TESOL International Convention & English Language Expo, where you can get a year's worth of professional development in just 4 days.

FEATURED SESSIONS

Art Project: Developing Multiple Intelligences

Art Project: Developing Multiple Intelligences

Yoko Munezane
Aoyama Gakuin University
munezane@zephyr.dti.ne.jp

This presentation reports on a classroom project integrating visual arts into university English classes. The presenter introduces the lesson plans, integrating arts into the curriculum and applying Howard Gardner's theory of multiple intelligences. The presenter also introduces the outcomes of how this project successfully stimulated conversation and inspired students to write.

MORE

*free session

TESOL Connections

Keeping English language professionals connected

TESOL International Association publishes an online newsletter called "TESOL Connections (TC)" and has made it available for its affiliate members to view the November issue for free. You can access the newsletter via the following url:

http://www.tesol.org/s_tesol/tc

TC offers interesting feature articles by experts in the field, practical resources, and recent TESOL news - all for English language teachers working in a broad range of contexts worldwide.

The current issue features articles on professional development, online tools for teaching, sample lesson plans, advocacy updates and many more.

If you are a member of TESOL International Association, then do not forget to enter the online draw for "TESOL Connections Monthly Giveaway" through the following url: http://www.tesol.org/s_tesol/TC/giveaway.html. You may find the link towards the middle of the page through the link titled "Monthly Giveaway". Just write your name and email address and wait for the result. You never know, you might win something if you are lucky!!

AN ODE TO ENGLISH PLURALS

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

Let's face it - English is a crazy language.
There is no egg in eggplant nor ham in hamburger;
Neither apple nor pine in pineapple.
English muffins weren't invented in England .
We take English for granted, but if we explore its paradoxes,
We find that quicksand can work slowly, boxing rings are square,
And a guinea pig is neither from Guinea nor is it a pig.

And why is it that writers write but fingers don't fing,
Grocers don't groce and hammers don't ham?
Doesn't it seem crazy that you can make amends but not one amend.
If you have a bunch of odds and ends and
Get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught?
If a vegetarian eats vegetables, what does a humanitarian eat?

Sometimes I think all the folks who grew up speaking English should be committed to an asylum for the verbally insane.

In what other language do people recite at a play and play at a Recital?

We ship by truck but send cargo by ship...
We have noses that run and feet that smell.
We park in a driveway and drive in a parkway.
And how can a slim chance and a fat chance be the same,
While a wise man and a wise guy are opposites?

You have to marvel at the unique lunacy of a language
In which your house can burn up as it burns down,
In which you fill in a form by filling it out, and
In which an alarm goes off by going on.

And in closing, if Father is Pop, how come Mother's not Mop?